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ABSTRACT

The Esperanto language was consciously designed as a coherent system, in contrast to the 3000 conventional languages originated by people's cave-dwelling ancestors. The systematic nature of Esperanto makes it ideal as an instructional tool. The amorphous nature of English makes its serious use very difficult for students. Even though they learn to "babble" it early, many fail to grasp the inner workings of English that are necessary for its formal usage. This is shown by the fact that 40% of college enrollers need remedial English. Help is particularly needed around the fourth or fifth grades. If languages like Latin or German could be learned at this age, they would also be helpful. But the 6 years necessary to gain usable proficiency in such languages precludes their being used in the elementary grades. In contrast, the rules of Esperanto can be learned by classroom teachers in less than 50 hours. Teacher training should include at least one course in Esperanto. San Francisco State University offers summer courses in Esperanto for teachers. Some teachers are trained by telephone under a program of the Esperanto League for North America. Letters from teachers who teach Esperanto all over the United States attest to what learning Esperanto does for elementary students, especially those at-risk. (An appendix lists information about organizations and networks.) (TB)

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R. Kent Jones

LEARNING THE STRUCTURE OF ENGLISH

BY MEANS OF ESPERANTO

ED 401 532

The Esperanto language was consciously designed as a coherent system, in contrast to the 3000 conventional languages originated by our cave dwelling ancestors. The systematic nature of Esperanto makes it ideal as an instructional tool.

The amorphous nature of English makes its serious use very difficult for students. Even though they learn to babble it early, many fail to grasp the inner workings of English which are necessary for its formal usage. This is shown by the fact that 40% of college enrollees need remedial English.

Help is particularly needed around fourth or fifth grades. If languages like Latin or German could be learned at this age they would also be helpful. But the 6 years necessary to gain usable proficiency in such languages precludes their being used in the elementary grades.

In contrast, the rules of the Esperanto language can be learned by classroom teachers in less than 50 hours of study. They can then begin error-free teaching without the necessity of personal fluency. Students can then begin to understand the underlying structure of words and of sentences.

Teacher training should include at least one course in Esperanto. At present it is necessary for teachers to get training in special ways. The summer courses at San Francisco State University are excellent. Some teachers are trained by telephone under a program of the Esperanto League for North America.

Good results are reported by the teachers who have started Esperanto programs.

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7 October 1996

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1. Dodge, Ernest. Esperanto, Instrument of Mental Training. Jan., 1941
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APPRAISALS OF ESPERANTO BY THOSE WHO TEACH IT

Should the Esperanto language be more widely taught in our elementary schools? These comments by those who have been teaching it provide a resounding "yes!".

That being the case, training for teachers should be provided in a more methodical way. Schools should provide in-service courses. Colleges which educate our teachers should include Esperanto in the course work.

June 6, 1995

Dear Kent,

I have had many great experiences with Esperanto this year! The greatest experience has been learning the language with you as a tutor. Your phone calls have made learning the language much easier and faster.

My students in the 7th and 8th grades have been very quick at picking up the language. They search the dictionary and build words using the roots. They have learned to use Esperanto much faster than they could learn Spanish or French, because I have tried to help them learn those languages earlier. They like Esperanto because it is very easy to know which verb form to use since there are only the present, past, and future tenses of verbs (certainly not true for either Spanish or French). They like the ease with which they can form adjectives or adverbs by adding either an -a or -e to the root. They found the numbers very easy to learn also.

My younger students are very excited about learning Esperanto next year. They had a little exposure to the language this year, and are begging to learn more. I think it is wonderful that ELNA * is so supportive of teachers. You are doing a wonderful job in making it possible for teachers like myself to learn the language, and also providing many useful materials that we can use in the classroom to teach our students.

Thank you for all of your help and support. I am looking forward to continuing my studies this summer so I will be well prepared when school begins in late summer.

Sincerely, Darlene Archer
Gifted/Talented Coordinator, Memphis, Texas Indep. School Dist.

*ELNA is the Esperanto League for North America

AUGUST 30, 1995

CONTAGIOUS LEARNING

As a teacher of gifted elementary students, I am always on the lookout for great classroom ideas. What is intellectually challenging and fun, too? How can I put the world into the hands and hearts of my students? When Ron Glossop gave me an Esperanto mini-lesson at the National Association for Gifted Children several years ago, I was excited; my students could learn this! It was simple. It would make them global citizens.

But first, I had to learn the language! I committed to teach a week-long, 10-hour Esperanto class to students in the summer of 1994. This deadline would motivate me to finish the postal course. It turned out that the ten-lesson free postal course was actually twelve lessons; but who could complain, since the class was free and the instruction was excellent? What I found out was that although Esperanto is simple and logical, it is not necessarily *easy*. But to help me, I discovered an amazing network of experienced Esperantists around the country who generously gave of their time and materials to help me to learn the language and be adequately prepared to teach it to children.

That summer mini-class for children ages 7-11 was a blast! In one week, they learned nearly as much vocabulary as our students who take Spanish do during a year's worth of one-hour

weekly lessons, There are plenty of games, songs and materials out there to keep the pace fast and the interest high.

This last semester, I found a 45-minute weekly block of time to teach a group of 13 students. They spoke in very simple sentences, ate up the grammar and wrote to classes in Italy and Vermont.

My learning, however, was waning. At the rate my students were learning, it would not take long for them to catch up to me. Despite meeting with fellow Esperantists from the Houston area, I could not form a sentence without excruciating effort and my eyeballs rolling back into my head. Why not get a truly useful level of knowledge: why not get fluent? But I simply did not have the time during the day-to-day life as classroom teacher, school director, wife and mother.

The intensive three-week program at San Francisco State University was the annswer. I am far from fluent, but I can understand most of what fluent Esperantists say and I can be understood by others.

Now I can lead my students with confidence, while still maintaining a sincere perspective as a co-learner who understands the challenges and frustrations of learning to think in another language. This is one of the key side-benefits of teaching Esperanto: it keeps me a "Learner on the Burner" who can empathize with my students' struggles to learn in all areas of the curricullum. The learning experience is fresh for me, so the enthusiasm is, too.

The biggest obstacle to teaching Esperanto is learning to adequately address the skepticism and naivete of the students' parents. I must frequently propagandize the value of the language to both the students and the parents. One reprinted article is not adequate to draw the parent's support: they must be impressed with what Esperanto is doing for their children. They need to know of the doors that open around the world to their children through pen pals and the opportunity for travel. They need to see how learning Essperanto grammar and learning the Latin-based roots of Esperanto washes into the understanding of English and other foreign languages the children may learn. My students' parents are still not convinced, despite their children's enthusiasm, yet I keep trying.

Lorraine Bouchard, Rainard School for Gifted Children, Houston, Texas.

July 13, 1995

Dear Kent,

Esperanto is one of the most worthwhile (and fun) courses I have ever taught! My 6th graders get excited about learning this "invented" language. They love learning about Dr. Zamenhof and the reasons he felt an invented language was necessary.

They learn the simple, and few, rules very quickly, and feel good about themselves when they begin to use the language in the classroom. I have found that Esperanto is an excellent introduction to other languages as well.

I feel that schools everywhere should include Esperanto in their curriculum.

Suzette R. Granger
Teacher, Gifted/Talented.
Simpson Middle School, Leesburg, Virginia

June 14, 1995

Dear Mr. Jones,

I've been teaching for several years, and recently began teaching Esperanto. In doing so, I've made the following observations:

The learning of Esperanto seems to improve thinking skills.

Most of the children seemed interested in accurately completing the lessons.

Even the ones who didn't seem as interested in the lessons seemed more interested when they started corresponding with children from another country.
Even though I had to translate all the letters they received and wrote, and then usually write the translations on the board for them to copy, I think if we'd had enough dictionaries many could have done this on their own with a little help.

The pages I Xeroxed from LUDU KUN NI were used as extra independent work which they completed at their own pace, when they finished their assigned work. Most of them did very well on this.
The teaching of Esperanto naturally fit in with other subject areas, such as:

• Religion.

Translating simple, familiar Bible stories from Esperanto into English worked out well for several religion classes.

• Mathematics

The math games were fun, and were good for improving math, Esperanto, and thinking skills.

• English

The grammar lessons were good reinforcements for learning parts of speech in English, etc. Letter writing skills were also reinforced with correspondence to foreign children.

• Social studies

The opportunity of writing to children from another country worked well in their unit about people around the world. (One of the little girls answered a social studies lesson question about ways in which people from different countries could get along better by answering, "if everyone would learn Esperanto.")

Even though I couldn't use up too much class time teaching Esperanto, I think the children could see a reason for learning it, and got a very basic introduction to the rules and vocabulary.

Thank you again for all your help and encouragement that made this possible.

Sincerely, Mary Anne Hauber
Holy Angels Academy, Louisville, Kentucky

August 10, 1995

Dear Mr. Jones:

In our school the instructional hours are all scheduled with required subjects. So my Esperanto classes consist of 4th and 5th graders who themselves choose to study Esperanto during lunch periods.

Esperanto appeals to them because they can quickly use it. They also like to sing it along with my guitar music. One of my students who will study in France hopes to meet her pen pal there.

I feel that my students lead fuller lives because of their Esperanto experience.

Yours truly,

Rudolf Hinke, Jackson Elementary School, Elmhurst, Illinois

August 7, 1995

Kent Jones
Commissioner for Education
Esperanto League for North America

Dear Kent,

Esperanto has been in the past and will continue to be in the future an excellent enrichment for our elementary students. It gives them excellent and immediate access to multicultural / lingual activities that are so important for their continued interest in the world and its people. The pen pals and foreign contacts are immediate and exciting to students. The students are communicating at the same level in a neutral language. In fact, the best way to learn Esperanto is just ahead of the students. They see an adult model the learning behavioor, which is the strongest way to teach.

Spanish had been introduced for two years in our elementary schools, but due to lack of funds to pay a Spanish teacher the program had to be dropped. Esperanto is not a high budget curricular item and is immediately accessible to any teacher. So, of course, Esperanto will again be offered as an enrichment seminar in our schools. The interest has been overwhelming in the past and probably stimulated the interest in having the Spanish foreign language program started. Any interested teacher can introduce the language. It makes such perfect sense and the class can be speaking and writing within two or three weeks!

The support from the Esperanto League for North America has been unflagging and tremendous. The curricular materials were great and inexpensive. In fact, the response from around the world was unbelievable. It seems to me that the only real thing keeping people from knowing more about each other is the lack of common language.

Sincerely,
Linda Jackson
Enrichment Specialist
U-234
Fort Scott, Kansas

July 8, 1995

To Whom It May Concern,

It has always been a dream of mine to have a foreign language as an integral part of my Montessori environment. There were obstacles, however. Relying on a foreign language teacher proved to be chancy as availabillity and budgets prevented any consistency in a foreign language program. Having the foreign lnguage teacher in the environment or having the children go outside the environment to her was too disrupting for me. I tried introducing language myelf, but in spite of college French and Latin, I found I was not fluent enough to be confident or enthusiastic in my presentations.

Esperanto proved to be a godsend! Although my enthusiasm for languages outstrips my capacity, I was able to learn enough Esperanto to make it a part of my Montessori learning environment. Planting seeds of culture is a major part of the Montessori elementary curriculum. Esperanto is the perfect seed for the flowering of languages, either that of Esperanto or any other language. It gives any child an exuberant first impression of communicating with others all over the world.

I would recommend Esperanto to any Montessori directress or director. It is loads of fun! Children love its regularity (as will you!), its songs, its children's stories. They love exchanging picture postcards and stamps from foreign countries. Esperanto is also easily adaptable to the Montessori materials, such as labeling the environment, commands, and the noun and adjective grammar boxes.
I can also tell you that you will not find anywhere of earth any group of people like Esperantists!They are most willing to help you in any way they can.

Sincerely, Thomas Kloecker
Director, 6-9 Class, Greenfield Montessori School, Milwaukee, Wl.

August 31, 1995

Dear Kent,

As a multiple-award winning teacher, lecturer, and educational consultant to various schools, I'd like to take a moment to tell you how Esperanto has enriched my life and the lives of my students for the past four years.

My reasons for teaching Esperanto, and the students whom I instruct, are unique in the Esperanto community. I teach students with multiple disabilities, along with regular education students: I have an inclusive class. My children live in an isolated, impoverished neighborhood, and unfortunately have been subjected to an inordinate amount of racial discrimination, leaving them totally desensitized to the plight of others globally. They honestly felt that, since they were devalued, they were not obligated to care about others. This became evident to me as I started to discuss the plight of people in the former Yugoslavia, Ireland and Africa. They couldn't care less! I felt a moral obligation to teach them that we all belong to the same family ... the Human Race.

When I was invited to hear you speak at the Chicago Board of Education, describing how Esperanto united people globally, I realized that this beautiful language was the answer to my prayers. I began learning and teaching Esperanto as rapidly as I could.

In the summer of 1992 I attended a credit course at San Francisco State University, where I studied with some of the leading Esperantists of the world. The cultural exchanges were so exciting! Later, when I returned to school, my class and I started communicating with people in 36 countries. We exchanged cards, letters, pictures and books. Each day we anxiously awaited the mail delivery to see who had written to us. Thank you for helping us with our correspondence. Before we realized how influential Esperanto was, we were entertaining guests from Japan, Russia, Bulgaria, Hungary, Poland, Mexico,Iran and Uzbekistan. These visitors helped to effect a total transformation of my students. Now they truly believe that someone does care about them, and they have become empathetic, loving young adults.

My students really bonded to me as we began learning the language together. Their self-esteem and compassion were enhanced, but I noticed other educational benefits as well. Their writing skills and knowledge of English grammar improved. There was no difference in the way the special education and regular education students learned the language!! Everyone, from the mentally retarded to the gifted became active, enthusiastic learners!! They all love Esperanto. Learning a different language made them feel intelligent and special and helped to compensate for the cut-back in our foreign language program. Those students who have gone on to high school still call me and express a desire to continue learning Esperanto. They insist that their brief experience with Esperanto instruction aided them in their foreign language studies at the high school level.

As a student I always hated Geography, but now I can't seem to learn enough about other countries and customs. Esperanto has sparked an insatiable desire in me to travel and share my experiences with my students, thereby making me a more effective educator. It is my sincere desire that they be inspired to investigate this beautiful planet we call home. I recently visited London where I stayed at the home of an Esperantist, then flew to France where I stayed in a castle for Esperantists!!

Thank you, Dr. Zamenhof (the creator of Esperanto) for the vehicle, thank you, Kent, for supporting and assisting us in our journey, and thank you fellow students for joining me in this magnificent quest for world communication and peace. We are all the beneficiaries of one man's dream!!

Sincerely,

Adrienne Le Dree, Carver Middle School, Chicago, Illinois.

July 12, 1995

Dear Kent,
As a teacher of gifted and talented 6th graders, I must let you know how excited they are to be learning Esperanto. It is something they probably never would have learned, or possibly even heard of, had it not been for this program. We originally included Esperanto in our curriculum since we try to expose these 6th graders to unique educational experiences not included in regular classes. Since then it has become so much more.

The concept of a man-made secondary language was new to these children, and it took some convincing to let them know that it really does exist. But with the help of the Esperanto Society, we now have a multitude of materials they can see, hear and actually use so Esperanto is now very real for them.

When we talk about the problems with English, they realize how difficult it must be to learn the language they luckily have heard since birth. When they discover that Esperanto has only 16 rules and NO exceptions, they are thrilled and anxious to begin learning it. With a bit of practice they are soon singing, playing games, reading and writing in this new language. Armed with an Esperanto dictionary, they wrote penpal letters to a new "amiko" in Colombia and Italy. Just last week my 6th graders received answers and immediately got busy translating. Since my children do not speak Spanish or Italian and their new "amiko" does not speak English, Esperanto was the only common bond and the key to communication.

The only semi-problem is that my students have not yet taken a more traditional foreign language, and therefore cannot compare the true ease of learning Esperanto. Next year as 7th graders, they will begin exploratory languages and will then reallize how logical and simple Esperanto really is. Then they will ask, "Why isn't Esperanto offered as a course in our school?" That I cannot answer.

Esperanto fits perfectly into the curriculum for gifted and talented middle school students, but is easily adaptable to other grades and educational levels. The Esperanto Society has been extremely helpful in getting us started and keeping us supplied with new materials, books, audio and visual tapes, newsletters, newspapers, cartoons, songs and telephone calls with answers to our questions. I would recommend that Esperanto be taught if teachers enjoy watching their students experience the excitement of learning a new language successfully and quickly.

Sincerely, Gail Martin
Spectrum Teacher, Loudoun County, VA

August 14, 1995

To Whom It May Concern:

I have been teaching in the public schools for 10 years now, after teaching music privately for many years before. I taught second grade for six years and have now taught art and music to all the second and third graders in our school for the last four yearas. For the last three years I have also had the gifted and talented program for our school.

It was in regard to the gifted and talented program that I first heard of Esperanto. Another GT teacher from a nearby town told our principal about it; she told me and suggested I look into it. After looking into it, I sent off for the 10 lesson course. And then the fun began!

After completing a few of the lessons, Kent Jones started calling and tutoring. I began getting calls and other information from other Esperantists. So when school started, I started introducing Esperanto to my GT class. There were many other projects we were doing in our limited time, so as a consequence, Esperanto was only "squeezed" in whenever possible. The kids caught on quicker than I had! Three of the students were Spanish speakers, so it was easy to point out the similarities between Spanish and Esperanto. They all enjoyed learning to count and play number games. They enjoyed pages and songs from both DEK DEMANDOJ and LUDU KUN NI. We started corresponding with a teacher and class in Romania, and that was exciting for all of us!

I see many advantages to teaching Esperanto to children. The regularity of the language, the logic of the word formations, and the fun of being able to speak and write to others in other countries are just three good reasons. Opening up the world to students who know only a small world is worth all the time and effort that might be involved!

Sincerely,

Mary K. Mills, Fine Arts/GT teacher, Comanche Elementary, Fort Stockton, Tx.

August 1, 1995

Dear Kent Jones:

I am a third grade self-contained teacher at Lincoln elementary. I feel that it is beneficial for my students to be exposed to other languages. Esperanto is an easy language to learn. Learning Esperanto helps them learn the parts of English better and have fun doing it. I think it is also something that will help them learn other languages when they get older. It is also enjoyable for them to have world pen-pals who are also learning Esperanto.

Sincerely,
Rhonda Nelson, Junction City, Kansas

July 17, 1995

To Whom It May Concern:
I have been a social studies teacher at Princeton Middle School, Princeton, Minnesota for 20 years. As our original "junior high" changed into a "middle school," we developed "enrichment classes" that are offered to our students, grades 6-8, five times a year. These are 6-week classes that students choose to take according to their interests. It is a chance for them to explore new areas of learning. It is up to the individual teachers to develop their own class offerings. I offer "Introduction to Esperanto" a couple of times during the school year. I have taught it three times in the past two years.

These are some of the observations I have made;

1. Students are enthusiastic about learning a different language that is relatively easy to understand.

2. Students appreciate the "regularity" of the rules.

3. Students become aware of the importance of being able to communicate with other cultures/nationalities.

4. Esperanto prepares students for further study of languages in high school.

Teaching an introduction to Esperanto has opened my mind to new adventures in learning, also, and find it to be a unique contribution I can make to my students' education.

Sincerely, Connie Reinhard

THESE CLASSES WERE TAUGHT IN DIVERSE SITUATIONS: A Montessori school, a Catholic school, public schools. The children ranged from grade 1 through 8, and from Special Ed to Gifted.

APPENDIX

Comments about points in the teachers' statements.

ORIGIN AND NATURE OF LANGUAGES

All languages are artificial creations. (If languages were natural behaviors, like walking, we would all talk in the same way.) The 3000+ ethnic languages of the world were **created** by cave men, and are evidence of the creativity of the human mind. But the haphazard nature of their origin and subsequent changes has left them all full of oddities and inconsistences. These impose immense difficulties for students who try to learn them.

In 1887 the Esperanto language was **created** by a man who was skilled in languages (in contrast to cave men), to be as **free of irregularities as possible**. Specifically, it excludes the 16 noun cases of the Finnish language, the 2238 irregular verbs of French, the 50,000 ideograms of Chinese, the declined articles of German, the imaginary genders for objects of Spanish, the non phonetic spelling of French and English, and the inconsistent formation of plurals and choice of stressed syllable of English. Because these confusing items are absent, Esperanto is by far the easiest to learn of all languages.

The root words of Esperanto come primarily from Latin. Their combinations with about 40 affixes provide the extensive vocabulary of Esperanto. Just as the mere 110 chemical elements on earth, in diverse combinations, produce millions of substances, so do the 13,000 root words of Esperanto in combinations with themselves and the affixes produce an unlimited supply of words. This system of building words by logic is so economical of the need for memory that a 2,000 word Esperanto vocabulary is comparable in expressive power to a 10,000 word vocabulary in English or French.

NEUTRALITY

Esperanto is absolutely neutral with respect to the goals of any particular nation or ideology. For that reason it has been endorsed by such disparate types as Leo Tolstoy, Jules Verne, Marshall Tito, several Catholic popes, Mao Tse Tung, Umberto Eco and the current president of the University of Hartford, Dr. Humphrey Tonkin.

In stark contrast, the wasteful rivalry of the ethnic languages resembles that of cats and dogs. The French have laws against the use of English in Quebec and France, and spend millions of francs to teach French around the world. Our overseas agencies promote English, aided by the British Council and the English Speaking Union. The Goethe organization advances German throughout the world. For Russian it is the Pushkin Institute. The Japanese spend billions of yen to enlarge their language's use. The United Nations is a sort of language battleground between the more populous languages, with other languages simply excluded from the fray. More than $100 million is wasted on translation between the 6 official languages. The motives for seeking domination for one's language are no more noble than power and money, although each group extols the unique beauty of its literature.

THE ADULT ESPERANTO NETWORK

Esperanto contacts are available in 1000+ cities of 70+ countries. The central office in Rotterdam, the *Universala Esperanto-Asocio* ("UEA") publishes an annual directory of these contacts. This directory, the *Jarlibro* (Year-book), also provides information about many of the specialist organizations and publishers of Esperanto books and magazines. The UEA is the sponsor of the annual world congress of Esperanto. This event occurs in a different country each year (1994, Korea; 1995, Finland; 1996, Czech Republic) and attracts 2000+ Esperantists from 50+ countries.

Affiliates of the UEA are found in dozens of countries. They sponsor the educational and cultural activities within their countries. Examples are the Esperanto cultural centers in France and Japan, the museum in Austria, and the library in London. More than 200 conferences and seminars occur annually. One of the specialist affiliates is the international organization of teachers of Esperanto.

The Internet provides bulletin boards about Esperanto activities and study courses by e-mail.

THE YOUTH ESPERANTO NETWORK

Recently UNESCO has sponsored FUNDAPAX. This is a project to put Esperanto classrooms in various countries into contact with each other. It is administered by ERA, an Esperanto group in Rome. Currently 78 schools in 24 countries are participants.

Organizations of young people include the *Kastora* (Beaver) club, based in Warsaw, and the Scout Esperanto League. The largest by far carries the acronym TEJO, and has affiliates in many countries, including the U.S. TEJO has a congress every year, with San Francisco its site for 1977. The general magazine for young people, *Kontakto*, is published in the Netherlands. The youth magazine sponsored by the international teachers organization, *Juna Amiko*, is published in Hungary.

Children who learn and use Esperanto gain genuine communicative competence. They gain the self-confidence which comes from accomplishment. Unlike their monolingual contemporaries (or those who have failed to learn the foreign language which they studied), they can see through the idiomatic expressions of English to the real meanings behind the words. These skills then help them perfect their English and, later, actually succeed in foreign languages.

ASSISTANCE FOR SCHOOL TEACHERS

While formal training is highly desireable, it is not indispensible for error-free teaching of Esperanto. The relentness regularity of its grammar assures a teacher that, if the 16 rules are followed, the children may confine their attention to acquisition of vocabulary.

Until teacher training colleges offer Esperanto, organizations of Esperantists will help. The most immediate and speedy method to learn is through coaching by telephone. This choice involves a 1/2 hour appointment once a week, at no cost to the teacher. A supplement is the free, 10 lesson postal course. An abundance of dictionaries, textbooks and readers is available. Instruction by e-mail can be arranged.

San Francisco State University offers credit courses as several levels every summer. Doctoral programs are available in Budapest.

Teachers who wish to learn Esperanto should contact me.

Kent Jones, Commissioner for Education

ESPERANTO LEAGUE FOR NORTH AMERICA

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Esperanto at a Glance

The Alphabet of Esperanto

A a	B b	C c	Ĉ ĉ	D d
ah	*bo*	*tso*	*cho*	*do*
E e	F f	G g	Ĝ ĝ	H h
eh	*fo*	*go*	*Joe*	*ho*
Ĥ ĥ	I i	J j	Ĵ ĵ	K k
hho	*ee*	*yo*	*zho*	*ko*
L l	M m	N n	O o	
lo	*mo*	*no*	*oh*	
P p	R r	S s	Ŝ ŝ	T t
po	*ro*	*so*	*sho*	*toe*
U u	Ŭ ŭ	V v	Z z	
oo	*woe*	*vo*	*zo*	

28 Letters. There is no Q, W, X, or Y.

A, E, I, O, U have approximately the vowel sounds heard in Are thEre thrEE Or twO.

C is not sounded like S or K, but like *ts* in *tsetse-fly*, *bits*.

J has the sound of *y* in *yes*.

The sounds of Ĉ, Ĝ, Ĥ, Ĵ, Ŝ, and Ŭ are heard in *leech*, *liege*, *loch*, *leisure*, *leash*, and *leeway*.

ESPERANTO IS PHONETIC.

All letters sounded: one letter one sound.

ACCENT or STRESS falls on the last syllable but one.

NO IRREGULARITIES. NO EXCEPTIONS.

THE GRAMMAR is based upon SIXTEEN FUNDAMENTAL RULES, which have no exceptions.

THE PARTS OF SPEECH are formed from Root-Words by the addition of appropriate Letters.

O is the ending for all names of things (NOUNS)

fakto	*gluo*
distanco	*fajro*
piano	*tasko*

ADJECTIVES (descriptive words) end in **A**

evidenta	*freša*
longa	*furioza*
granda	*simpla*

NOUNS and ADJECTIVES form PLURALS by adding **J**

evidentaj	*longaj*	*grandaj*
faktoj	*distancoj*	*pianoj*

(*aj*, *oj* sound as in *my boy*)

THE SIMPLE VERB HAS ONLY SIX ENDINGS.

INFINITIVE	PRESENT	PAST	FUTURE	CONDITIONAL	IMPERATIVE
I	**AS**	**IS**	**OS**	**US**	**U**
ESTI	*estas*	*estis*	*estos*	*estus*	*estu*
LERNI	*lernas*	*lernis*	*lernos*	*lernus*	*lernu*
HELPI	*helpas*	*helpis*	*helpos*	*helpus*	*helpu*

N marks the ACCUSATIVE (*direct object*).

Mi (I) *helpas lin* (him)
Li (he) *helpas min* (me)
Ŝi lernas Esperanton

ADVERBS end in **E**

energie
entuziasme
diligente

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